

McClellanville Middle

711 Pinckney St.

McClellanville, South Carolina 29458

GRADES 6-8 Middle School

ENROLLMENT 176 Students

PRINCIPAL Juanita M. Middleton

843-887-3231

SUPERINTENDENT Dr. Maria Goodloe

843-937-6319

BOARD CHAIR Mr. Gregg Meyers

843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

0

2

19

15

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

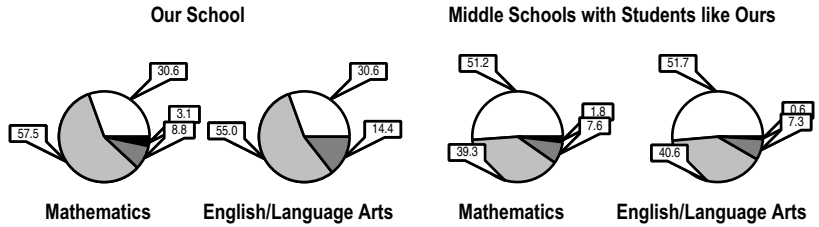
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

 **Advanced**

Definition of Critical Terms

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	23	47	35
Percent satisfied with learning environment	59.1%	87.2%	94.1%
Percent satisfied with social and physical environment	72.7%	80.4%	75.8%
Percent satisfied with home-school relations	21.7%	91.5%	94.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	168	100.0	30.6	55.0	14.4	N/A	14.4	17.6
Gender								
Male	84	100.0	32.5	52.5	15.0	N/A	15.0	17.6
Female	84	100.0	28.8	57.5	13.8	N/A	13.8	17.6
Racial/Ethnic Group								
White	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	157	100.0	30.5	55.0	14.6	N/A	14.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	143	100.0	23.9	59.4	16.7	N/A	16.7	17.6
Disabled	25	100.0	72.7	27.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	168	100.0	30.6	55.0	14.4	N/A	14.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	168	100.0	30.6	55.0	14.4	N/A	14.4	17.6
Socio-Economic Status								
Subsidized meals	146	100.0	30.9	54.7	14.4	N/A	14.4	17.6
Full-pay meals	22	100.0	28.6	57.1	14.3	N/A	14.3	17.6

Mathematics								
All students	168	100.0	30.6	57.5	8.8	3.1	11.9	15.5
Gender								
Male	84	100.0	30.0	60.0	7.5	2.5	10.0	15.5
Female	84	100.0	31.3	55.0	10.0	3.8	13.8	15.5
Racial/Ethnic Group								
White	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	157	100.0	31.1	57.6	8.6	2.6	11.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	143	100.0	23.9	62.3	10.1	3.6	13.8	15.5
Disabled	25	100.0	72.7	27.3	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	168	100.0	30.6	57.5	8.8	3.1	11.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	168	100.0	30.6	57.5	8.8	3.1	11.9	15.5
Socio-Economic Status								
Subsidized meals	146	100.0	31.7	56.8	8.6	2.9	11.5	15.5
Full-pay meals	22	100.0	23.8	61.9	9.5	4.8	14.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	42	N/A	16.7	59.5	21.4	2.4	23.8
	Grade 7	65	N/A	30.8	56.9	12.3	N/A	12.3
	Grade 8	54	N/A	22.2	59.3	16.7	1.9	18.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	60	100.0	33.9	46.4	19.6	N/A	19.6
	Grade 7	50	100.0	33.3	47.9	18.8	N/A	18.8
	Grade 8	58	100.0	25.0	69.6	5.4	N/A	5.4

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	42	N/A	45.2	50.0	2.4	2.4	4.8
	Grade 7	65	N/A	43.1	46.2	9.2	1.5	10.8
	Grade 8	54	N/A	50.0	46.3	1.9	1.9	3.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	60	100.0	25.0	57.1	16.1	1.8	17.9
	Grade 7	50	100.0	27.1	64.6	6.3	2.1	8.3
	Grade 8	58	100.0	39.3	51.8	3.6	5.4	8.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 176)				
Students enrolled in high school credit courses (grades 7 & 8)	22.4%	Up from 13.3%	7.2%	14.4%
Retention rate	N/A	N/A	3.6%	2.3%
Attendance rate	95.4%	Down from 95.9%	94.5%	95.2%
Eligible for gifted and talented	9.9%	Up from 5.1%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.0%	Up from 6.3%	16.6%	14.1%
Older than usual for grade	37.5%	Up from 12.2%	10.0%	4.9%
Suspended or expelled	3.4%	Up from 0.0%	1.4%	1.3%
Annual dropout rate	0.0%	Down from 0.8%	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	50.0%	Down from 68.8%	42.9%	47.1%
Continuing contract teachers	61.1%	Down from 75.0%	70.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.1%	Down from 75.3%	74.7%	84.3%
Teacher attendance rate	96.5%	Down from 97.0%	94.6%	95.0%
Average teacher salary	\$41,095	Down 3.7%	\$38,567	\$39,924
Prof. development days/teacher	18.2 days	Up from 17.0 days	11.6 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	13.1 to 1	Down from 13.3 to 1	18.2 to 1	21.0 to 1
Prime instructional time	90.2%	Down from 91.5%	86.3%	88.9%
Dollars spent per pupil*	\$9,689	Up 16.0%	\$6,979	\$5,854
Percent spent on teacher salaries*	58.6%	Down from 59.8%	58.9%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	88.1%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year has been an exciting one at McClellanville Middle School! We have implemented several new strategies that will enable us to continue on our journey towards academic progress and improved student achievement. We have developed a reading program that provides small-group instructional support and remediation with vocabulary, comprehension, and decoding skills for students scoring Below Basic on the PACT. Our students continue to use the PLATO computer lab to enhance reading and math skills, and the Accelerated Reader program is part of a school-wide initiative to encourage students to read not only while in school, but at home as well. We increased the instructional time in each academic class so that students have the maximum amount of classroom time to learn and master grade level standards.

While we continue to make improvements in student achievement, we also strive to provide an environment in which students grow emotionally and socially. The "middle school years" are often very difficult for students as they mature and grow into young adults. We provide a warm, nurturing environment yet have clear, firm guidelines and expectations for student behavior.

It takes a combined effort of students, parents, staff, and community members to make McClellanville Middle School a great school! We encourage participation of all of these groups as we move forward in achieving our goals in the coming years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.